

AP United States History 2010-2011

Purpose:

Advanced Placement United States History is a challenging course designed to be the equivalent of a freshman college/sophomore survey course in United States History. The course is specifically designed to provide students with an in-depth study of United States History from 1607 through the modern day. Students should possess strong reading and writing skills and be willing to devote substantial time to study and the completion of class assignments. Emphasis is placed on analytical reading, essay writing skills, use of primary resources, and class discussion.

Students successfully mastering the course material may earn college credit by passing the annually administered AP United States History Exam; the individual college or university determines how many, or, if any credits will be granted for the AP exam score.

Course Overview:

Advance Placement United States History is a two-semester class that examines U.S. history from discovery to the present. The course is divided into two semesters. First semester covers the period from 1607 to 1877. Second semester is from 1877 to the present. The areas of concentration include political, economic, and social history coupled with an intense study of cultural, social, and intellectual institutions and their development.

The course is designed to provide a comprehensive overview of United States history and to equip students with analytical skills and factual knowledge to deal critically with the problems and materials in United States history. Students should learn to assess historical materialst— heir relevance to a given interpretive problem, their reliability, and their importance.

AP Exam:

The AP United States History Exam, prepared by the College Board, will be given on Friday, May 6, 2011 @ 8:00 a.m. You are *strongly* encouraged to take this exam, as it is the culmination of this year-long course that you not only take but also pass this exam to earn college credit. Not only can you earn college credit by taking the test, but it is essential in preparing you for the rigors of college assessment practices and provides valuable feedback to our improvement at _____ High School. The cost of the exam is \$86. (You may qualify for a reduced fee- See _____for details).

Homework:

Advanced Placement courses are demanding and require daily effort outside of class to fully comprehend the course material. Students aiming to earn a score of 4 or 5 on the A.P. exam (the equivalent of an A or B in a college-level course) will need to spend a minimum of seven hours per week studying. You must begin planning and preparing *now* in order to be successful on the A.P. exam in May.

Classroom Conduct in A.P. U.S. History

- Everyone must strive to participate in all classroom activities and discussion.
- All students are expected to work diligently and seriously on all class and homework assignments. Do not take any assignment lightly, as your level of effort put forth will directly affect your level of retention of that information covered.
- Respect one another— .e. It is o.k. to disagree (in fact, it is preferably that we have various opinions expressed in class discussions and debates), however, please stay open-minded, poised, and articulate when addressing your disagreements with others.
- Cheating and plagiarism will result in zeros for that assignment and additional disciplinary actions shall be taking depending on the circumstances.
- Always ASK QUESTIONS when you have them. It will benefit you beyond measure to get answers immediately rather than stay in the dark, and more often than not your classmates may be wondering the same thing and you would be doing them a favor by being proactive!

Reading Assignments & Note-taking: Keys to Success

1. Keep up to date with all reading assignments. When you fall behind it becomes difficult to catch up. (*Very Important! Test will cover concepts I may not have.*)
2. Pay attention to the dark-typed headings. They give you clues of what to look for in each section. (*What do they mean?*)
3. After you finish a section, be certain you can EXPRESS the main idea the author had in mind. (*This gives meaning to the factual information*).
4. Outline each section with a focus on main ideas.
5. Become an 'Active Reader'. Ask yourself questions as you read and predict what is likely to happen next. Make inferences. (*Read between the lines*).
6. Do more than memorize information. Understand information as a cause and effect of a broader trend or movement. Strive to understand the connections between isolated bits of information and understand how and why they are part of a bigger picture.
7. Find your own method of taking MEANINGFUL class notes-review them EVERY night.
8. Actively seek out help when you need it.

GRADING CRITERIA

Reading Quizzes:

In AP U.S. history students will periodically take "reading quizzes" on the chapter that was assigned to be read, usually every Monday. These quizzes will come in various forms - some will have multiple-choice questions, some will require writing, listing, matching, etc. The format will change throughout the school year. The purpose of the quizzes is to make sure students are keeping up with the assigned reading and not saving it until the night before the unit exam.

Unit Exams (Celebrations of Knowledge!): Each history unit exam will follow the format of the multiple-choice/essay portions of the AP exam. Each exam will have college-level multiple choice questions and some exams will also include a Free Response and Document Based Question (DBQ) essay. TO ENCOURAGE CONSISTENT REVIEW OF LEARNED MATERIAL AS MUCH AS 25% OF EACH EXAM WILL COME FROM MATERIAL COVERED IN PREVIOUS UNITS.

A.P. Exam Essays: There will be two types of essays in this course:

Free Response:

A "regular" thesis-based essay. You will be expected to utilize facts from your knowledge base to support your thesis.

***Analytical and Interpretive essays will be assigned regularly in this course for homework.** Essays should be 2-3 pages and have the following components: Outline, Thesis Statement, Supporting SFI (Specific Factual Information). SFI and Thesis must be underlined.

Document Based Question, or DBQ:

A better name for this type of essay would be **Document Enhanced Essay**. These are also thesis-based essays but the written material is guided by a set of documents related to the question. The key to these essays is how well one analyzes the given material, provides significant material from outside the documents, and complexity of the assigned question.

Essay Grading Scales:

Score	DBQ	FRQ
9	50	25
8	47	23.5
7	44	22
6	42	21
5	40	20
4	38	19
3	36	18
2	34	17
1	30	15

Projects: Students will participate in numerous individual and group projects. Normally these will be research-based projects that culminate in a paper and/or presentation to classmates.

Primary Course Text:

Text: *The American Pageant: A History of the Republic*. David M. Kennedy, Lizabeth Cohnen, and Thomas A. Bailey. (14th edition) Boston: McDougal. 2010.

Additional readings and handouts will include, *but are not limited to* the following:

- Alan Brinkley. American History: (13th edition), New York: McGraw-Hill
 - James Henretta, David Brody, and Lynn Dumenil. America's History (6th edition), Boston: Bedford/St.Martin's
 - Gary Nash [et al.]. The American people: creating a nation and a society. New Jersey: Pearson Educaion, Inc.
 - Erik Bruun and Jay Crosby. Our Nation's Archive-The History of the United States in Documents. New York, Black Dog & Leventhal Publishers.
 - Michael Boezi (Executive Editor) Voices of- The American People vol. I and II Pearson-Longman
 - Robert A. Divine [et al.]. America Past and Present. Pearson Education
 - Madaras, Larry, and James Sorell. Taking Sides: Clashing Views on Controversial Issues in American History, Volumes I and II Dushkin Publishing Group Inc.
 - Gerald Danzer [et al.]. The Americans- (Point Counter Point & Difficult Decisions in History) McDougal Littell.
- Study Guides and Review material:
- Study Guide: Mark Epstein. Preparing for the AP United States History Examination (To accompany THE AMERICAN PAGEANT)
 - Study Guide: Gordon Utz. Preparing for Document-Based Questions Booklet (To accompany America Past and Present)
 - Study Guide: Barbout, Jones, Rabinowitz, and Utz. AP Test Prep Series- AP US History

THEMES OF AP US HISTORY COVERED IN THIS COURSE

1. **American Culture** – diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.
2. **American Diversity** – diversity of U.S. people and relationships among different groups. The role of race, class, ethnicity, and gender in the history of the U.S.

3. **American Identity** –views of the American national character & ideas about U.S. exceptionalism. Recognizing regional differences within the context of what it means to be an American.
4. **Demographic Changes** – political, social, economic implications – changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.
5. **Economic Transformation** – changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.
6. **Environmental Issues** – ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.
7. **Globalization** – engagement with the world from the 15th century to present: colonialism, mercantilism, global hegemony, development of markets, imperialism, cultural exchange.
8. **Politics & Citizenship** – colonial and revolutionary legacies, U.S. political traditions, growth of democracy, & development of the modern state. Defining citizenship; struggles for civil rights.
9. **Religion in the U.S.** – the variety of religious beliefs and practices in America from prehistory to the 21st century; influence of religion on politics, economics, and society.
10. **Slavery and its impact and legacy** – systems of slave labor and other forms of unfree labor (e.g., indentured servants, contract labor) in Native American societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political and social effects of slavery.
11. **Social & Political Movements and Reforms** – includes anti-slavery, education, labor, temperance, women’s rights, civil rights, gay rights, public health, and government.
12. **War & Diplomacy** – armed conflict from the pre-colonial period to the 21st century; impact of war on American foreign policy and on politics, economy, and society.

UNIT CONTENT AND THEMATIC EMPHASIS

The list of topics for each unit is not exhaustive. Though all of the AP US History Themes are incorporated into most units, not all lend themselves to each one. The

thematic emphases listed below each unit are the ones most relevant to that unit. The themes are indicated by the numbers listed in the elaboration of themes above.

In these units of study students will focus on the following core areas:

- Political institutions, behavior, and public policy;
- Social change, and cultural and intellectual developments;
- Diplomacy and international relations; and
- Economic developments.

UNIT 1- BEGINNINGS THROUGH REVOLUTION

Before Columbus, Spanish, French and British Colonization, Push-Pull factors, Colonial Sections, Cultural Differences, Mercantilism, Awakenings, Patterns of Society, Post-1763 British Policy.

Thematic Emphasis: #7, 8, 9 10

UNIT 2-REVOLUTIONARIES TO RULERS

Loosening Ties, The Colonies United, The War for Independence, War and Society, Creation of State Governments, The Articles of Confederation, The Constitution, Federalists and Republicans, Hamilton vs. Jefferson.

Thematic Emphasis: #3, 5, 8

UNIT 3-FROM JEFFERSON TO JACKSON

The Revolution of 1800, The War of 1812, The Marshall Court, Cultural Nationalism, Expansion, Era of Good Feelings, Sectionalism, Mass Politics, Indian Removal, The Bank War, Jacksonian Democracy, Manifest Destiny.

Thematic Emphasis: #2, 4, 5, 12

UNIT 4-AN AMERICAN CULTURE AND SECTIONALISM

The Politics and Culture of Slavery, The Changing Population, Transportation, Commerce and Industry, Sectional Differences, Remaking Society, Abolition, Temperance, Women's Rights.

Thematic Emphasis: #1, 9, 10, 11

UNIT 5-THE CIVIL WAR

The Crises of the 1850s, the Secession Crisis, Mobilization, Strategy and Diplomacy, Compromises, Dred Scott, Terrorism and Conflict.

Thematic Emphasis: #3, 8, 10, 11, 12

UNIT 6-RECONSTRUCTION AND RELOCATION

Types of Reconstruction Plans, Radical Reconstruction, Impeachment, Governmental Corruption, Abandoning Reconstruction, The New South, Societies of the West, Dispersal of the Tribes, Urbanization, Agricultural Revolution, Leisure, The Rise of Unionism, Agrarian Revolt, DuBois vs. Washington, Consolidation.

Thematic Emphasis: #1, 2, 3, 4, 5, 6, 10

UNIT 7-IMPERIALISM AND PROGRESSIVISM

Progressivism, Women and Reform, TR and the Modern Presidency, the Big Stick, Muckrakers, Immigration, Imperialism in Cuba and the Pacific, Diplomacy, America and the World.

Thematic Emphasis: #3, 5, 6, 11, 12

UNIT 8-WORLD WAR I, BOOM AND BUST

The Road to War, War and Society, New World Order, New Cultures and Conflict, Wilsonian Idealism, KKK, Immigration Issues, Anarchists, Jazz Age, Boom Times, Depression. New Deal, Court Reactions, Extremist Alternatives, Society and Hard Times, Decline of the New Deal.

Thematic Emphasis: #5, 7, 9, 11, 12

UNIT 9-WORLD WAR II AND POST-WAR

Isolationism and Internationalism, Neutrality, Intervention, War on Two Fronts, Alliances, Origins of the Cold War, Korea, Containment, Science and Technology, Rise of the Civil Rights Movement, Flexible Response, Red Scare.

Thematic Emphasis: #5, 7, 9, 11, 12

UNIT 10-MAKING A MODERN AMERICA

Great Society, 1968 Election, Silent Majority, Vietnam, Antiwar movement and culture, New Right and Reagan revolution, Demographic changes, Globalization vs. multilateralism in foreign policy, Domestic and Foreign terrorism, Environmental issues in a global context.

Thematic Emphasis: #2, 7, 9, 11, 12

Unit Outline

1. Beginnings through Revolution	Pre-discovery - 1763
2. Revolutions to Rulers	1763 – 1800
3. From Jefferson to Jackson	1800 - 1860
4. An American Culture and Sectionalism	1790 - 1854
5. The Civil War	1854 - 1865
6. Reconstruction and Relocation	1865 – 1896
7. Imperialism and Progressivism	1890 – 1916
8. World War I, Boom and Bust	1912 - 1941
9. World War II and Post-War	1941 – 1960
10. Making of a Modern America	1960 - Present

AP UNITED STATES HISTORY 2010-2011 COURSE TEXTUAL READING OUTLINE

*In each unit, students are required to read chapters from the course textbook as well as a variety of primary and secondary sources. Relevant chapters from *American*

Pageant and a selection of primary source readings are listed under each unit heading (primary sources and any non-textbook secondary source readings will be provided by the instructor). **The following primary/secondary sources will be the source of in-class discussions and debates, and will also used to write thesis-based essays.** These thesis-based, analytical and interpretative essays will emphasize the use of *Supporting SFI* (Specific Factual Information) and will demand critical thinking about the mass quantity of factual information within each unit.

WEEK	READINGS
1	<p>UNIT 1- BEGINNINGS THROUGH REVOLUTION</p> <p>Chapter 1 New World Beginnings, 33,000 B.C.-A.D. 1769</p> <p>"Why Study History?" (Peter N. Stearns); "What is History about?" (Roger Adelson); "Divine--Threats to Survival: Trade and Disease</p> <p>Danzer--Point/Counterpoint: Columbus's Legacy--genocide, cruelty, and slavery or historic and heroic?</p> <p>Taking Sides Vol. 1 (Summarize the author's position and then take your own): "Is History True?" "Did colonial New England women enjoy significant economic authority?" "Were the Founding Fathers Democratic Reformers?"</p> <p>DBQ on Chesapeake and New England Colonies</p>
2	<p>Chapters 2, 3 The Planting of English America, 1500-1733 Settling the Northern Colonies, 1619-1700</p> <p>John Smith "The Starving Time"; Chief Powhatan "What can you get by war"; Bacon's Rebellion: The Declaration (1676);</p>
3	<p>Chapter 4 American Life in the Seventeenth Century, 1607-1692</p> <p>John Winthrop "A Model of Christian Charity" (1630); Examination of Mrs. Ann Hutchinson "What breach of law is that sir?"; Resolutions of Germantown Mennonites "We are against the traffic of men"</p> <p>*Unit test: Test format will include both multiple choice and FRQ.</p>
4	<p>Chapters 5, 6 Colonial Society on the Eve of the Revolution, 1700-1775 The Duel for North America</p> <p>Patrick Henry "Give Me Liberty or Give Me Death" (1775); Thomas Paine "These are the times that try men's souls" (1775)</p>

5 **UNIT 2-REVOLUTIONARIES TO RULERS**

Chapter 7

The Road to Revolution, 1763-1775

John Sly "A new look at the Colonial Militia"; "Common Sense" Thomas Paine;
The Declaration of Independence

6 **Chapters 8, 9**

America Secedes from the Empire, 1775-1783

The Confederation and the Constitution, 1776-1790

"Bill of Rights" (*The Constitution of the United States*); "Federalist Number Ten"
(*Federalist Papers*)

7 **Chapter 10**

Launching the New Ship of State, 1789-1800

"Washington's Farewell Address"

*Unit test: Test format during class will be multiple choice. DBQ will be completed
at home

8 **UNIT 3-FROM JEFFERSON TO JACKSON**

Chapter 11

The Triumph and Travails of Jeffersonian Democracy,
1800-1809

9 **Chapter 12**

The Second War for Independence and the Upsurge of
Nationalism, 1809-1815

DBQ comparing the policies and politics of Jefferson and Madison.

10 **Chapter 13**

The Rise of a Mass Democracy, 1824-1840

Andrew Jackson on the Necessity of Indian Removal (1835); John C. Calhoun,
"Slavery a Positive Good (1837); Argument of Roger S. Baldwin Before the
Supreme Court in the Case of U.S. Appellants vs. Cinque, and Other, Africans of
the Amistad (1841)

11 **Chapter 14**

Forging the National Economy, 1790-1860

*Unit test: Test format will include multiple choice and FRQ essay to be
completed in class

12 **UNIT 4-AN AMERICAN CULTURE AND SECTIONALISM**

Chapter 15

The Ferment of Culture and Reform, 1790-1860

DBQ on the success of reform movements in increasing democracy in American society

13

Chapter 16

The South and the Slavery Controversy, 1793-1860

In-class DBQ on a topic that has been studied earlier in the year

14

Chapter 17

Manifest Destiny and Its Legacy, 1841-1848

Chapter 18

Renewing the Sectional Struggle, 1848-1854

Unit test: Format will include both multiple choice and essay questions to be completed in class

15

UNIT 5-THE CIVIL WAR

Chapter 19

Drifting Toward Disunion, 1854-1861

In-class DBQ: The role of the Constitution in the crisis of the 1850s

16-17

Chapters 20, 21

Girding for War: The North and the South, 1861-1865

The Furnace of Civil War, 1861-1865

Lincoln's Second Inaugural Address; "The Gettysburg Address"

18

UNIT 6-RECONSTRUCTION AND RELOCATION

Chapter 22

The Ordeal of Reconstruction, 1865-1877

Booker T. Washington, "Atlanta Exposition Speech"

19

Chapter 23

Political Paralysis in the Gilded Age, 1869-1896

John D. Rockefeller, "The Success of the Standard Oil Company"

Taking Sides Vol. II: "Were American Workers in the Gilded Age Conservative Capitalists?"

20

Chapter 24

Industry Comes of Age, 1865-1900

NashPart Four: An Industrializing People, 1865-1900 (Rural AmericaThe West and the South; The Rise of Smokestack America)

Walt Whitman, *Democratic Values*; Andrew Carnegie, *Wealth*

- 21 **Chapters 25, 26**
 America Moves to the City, 1865-1900
 The Great West and the Agricultural Revolution, 1865-1900

 Frederick Jackson Turner, "The Significance of the Frontier in America"; Samuel Gompers, "Letters on Labor in Industrial Society"; William Jennings Bryan, "Cross of Gold" speech

 *Unit test: Format will include both multiple choice and FRQ essay questions to be completed in class
- 22 ***UNIT 7-IMPERIALISM AND PROGRESSIVISM***
Chapter 27
 Empire and Expansion, 1890-1899

 DBQ on business in the late 19th century
- 23 **Chapters 28, 29**
 Progressivism and the Republican Roosevelt, 1901-1912
 Wilsonian Progressivism at Home and Abroad, 1912-1916

 *Unit test: Format will include both multiple choice and FRQ essay questions to be at home
- 24 ***UNIT 8-WORLD WAR I, BOOM AND BUST***
Chapter 30
 The War to End War, 1917-1918

 DanzerP– OINT/COUNTERPOINT:
 League of Nations: World's best hope for lasting peace, or a threat to U.S. self-determination?
- 25 **Chapters 31, 32**
 American Life in the Roaring Twenties, 1919-1929
 The Politics of Boom and Bust, 1920-1932
- 26 **Chapter 33**
 The Great Depression and the New Deal, 1933-1939

 DanzerP– OINT/COUNTERPOINT: New Deal– ransformed the way American government works, or created more problems than it solved?

 Unit test: Format will include both multiple choice and FRQ essay to be completed in class
- 27 ***UNIT 9-WORLD WAR II AND POST-WAR***
Chapters 34, 35
 Franklin D. Roosevelt and the Shadow of War, 1933-1941
 America in World War II, 1941-1945

DanzerP- OINT/COUNTERPOINT: Japanese-American Internment- ecessary for national defense or unnecessary and racist?

28

Chapter 36

The Cold War Begins, 1945-1952

George Kennan, "Sources of Soviet Conduct"; William Faulkner, "Acceptance for the Nobel Prize"

29

Chapters 37

The Eisenhower Era, 1952-1960

DivineC- old War Expansion at Home and Abroad (817-828); Eisenhower's Farewell Address; Chief Justice Earl Warren, "Separate but equal has no place"

*Unit test: Format will include both multiple choice and DBQ essay to be completed in class

31

UNIT 10-MAKING A MODERN AMERICA

Chapters 38

The Stormy Sixties, 1960-1968

JFK Inaugural Address; MLK Jr., "Letter from a Birmingham Jail", "I Have a Dream Speech; LBJ, "The Great Society" speech

32

Chapter 39, 40

The Stalelated Seventies, 1968-1980

The Resurgence of Conservatism, 1980-2000

In-class DBQ on civil rights in the 1960s

33

Chapter 41, 42

America Confronts the Post-Cold War Era, 1992-2004

The American People Face a New Century

*Unit test: Format will include both multiple choice and FRQ essay to be completed at home

3-5 Review Exams (Go over each Review Exam in-class)

***Friday, May 6, 2011: AP United States History Exam**

End of the year: Study American History through Hollywood Cinema